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ABSTRACT

This document contains a four-part checklist designed for use to determine the extent to which elementary school teaching personnel at various levels (teacher, assistant, and aide) have acquired particular competencies. The introduction notes that it is considered a prototype rather than a finished instrument totally inclusive of all competencies. The guide is suggested for use by each of several specialists, each working on-the-job with the teacher at different times. Part 1, "General Behaviors, Qualities and Competencies Characteristic of Teachers in Early Childhood and Elementary Schools," contains 19 items each of which includes three possible descriptive responses. (Sample question: Does the person show sufficient patience and understanding with children?) Part 2, "Specific Behaviors Performed by Certified Teachers in Early Childhood and Elementary Schools," contains 84 items with four possible responses ranging from "Performs this behavior with a high measure of skill and efficiency" to "Not applicable or no basis for judgement." (Sample item: Helps pupils use a teaching machine. Prepares daily activity plans.) Part 3, "Specific Behaviors Performed by Teaching Assistants in Early Childhood and Elementary Schools," and Part 4, "Specific Behaviors Performed by Aides in Early Childhood and Elementary Schools," contain 37 and 31 items respectively and provide for the same choice of four responses as Part 2. (JS)

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GEORGIA EDUCATIONAL MODELS
The University of Georgia
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Athens, Georgia 30601

COMPETENCY BASED TEACHER EVALUATION GUIDE

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GEM Bulletin 70-3

Charles E. Johnson, Ed.D.
Jerold P. Bauch, Ed.D.

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Introduction

The checklist which follows is an initial attempt to provide a guide which would be effective in determining the extent to which teaching personnel at various levels have acquired particular competencies. The authors do not regard this as a finished instrument totally inclusive of all competencies. At this point in its development it is regarded more as prototype which may eventually provide one means of evaluating teacher performance. It should also be pointed out that the authors accept the notion that certain of the items are not generally applicable in all school settings. For example, in some schools where full time nurses are in attendance, teachers are not allowed to administer first aid.

In this guide evaluation is based on professional opinion or judgment. Thus, it is recommended that the evaluators be carefully selected from among the most highly qualified specialists available, and that there be three or more such evaluations made of the subject, each at a different time and by a different specialist. Furthermore, the evaluators should devote considerable working time on-the-job with the subjects in order to provide a base for valid evaluation. In addition, it is recommended that the subject rate himself on each item and be present for interaction with the evaluators whenever evaluation conferences are scheduled.

GEORGIA EDUCATIONAL MODELS
The University of Georgia
College of Education
Athens, Georgia 30601

April, 1970

Competency Based Teacher

Evaluation Guide

Charles E. Johnson, Ed.D.
Jerold P. Bauch, Ed.D.

Name of Teacher _____

School _____

City _____

Date _____

Person completing this checklist _____

Directions:

This instrument is designed to assist in the evaluation of teaching behaviors. All items require observation of the teacher on-the-job and the professional judgment of a specialist. After an adequate period of observation, each judge is to check the alternative which best describes the teacher. If none of the descriptions are appropriate, the judge should either adjust the statements or write marginal notes.

PART ONE

GENERAL BEHAVIORS, QUALITIES AND COMPETENCIES CHARACTERISTIC OF TEACHERS IN EARLY CHILDHOOD AND ELEMENTARY SCHOOLS

1. To what extent does this person exhibit appropriate enthusiasm when working with pupils?

--Appropriately enthusiastic at all times _____

--Appropriately enthusiastic most of the time _____

--Lacks enthusiasm to the extent that it sometimes interferes with success in instruction _____

2. How do you regard the person's emotional behavior while he is working with pupils?

--Exceptionally well poised _____

--Usually poised and confident _____

--Sometimes he seems disturbed (perturbed, self-conscious, or timid) to the extent that it interferes with his success in teaching _____

3. Is the person's on-the-job appearance acceptable?

--Always well groomed and appropriately dressed _____

--Although not outstanding in this characteristic, he is generally well groomed and appropriately dressed _____

--Sometimes he neglects his grooming and/or is inappropriately dressed for professional work _____

4. What are your impressions of this person in regard to physical helath?

--Habitually well and cheerful _____

--Usually well and uncomplaining _____

--Likely to be ill and/or ailing more frequently than a teacher's work obligation allows _____

5. Does the person maintain correct posture?

--Habitually erect and graceful _____

--Reasonably careful about good posture _____

--At times he is more careless about posture than is appropriate for a teacher _____

6. Does this person maintain sound social judgment in the presence of others (pupils, laymen, colleagues, and supervisors)?

--Consistently tactful and discerning _____

--Reasonably tactful and discerning. He rarely "says the wrong thing" _____

--Has difficulty at times in using tact or being discerning--occasionally he makes remarks that are inappropriate _____

7. To what extent does the person possess a pleasant voice?

--Voice is forceful, flexible, and well modulated _____

--Although not outstanding, his voice is pleasing and fairly well modulated _____

--There is sufficient weakness with regard to forcefulness, modulation, and/or quality of voice that it would be a good plan for him to concentrate on correcting it as he continues in teaching _____

8. How do you regard this person's speech?

--Habitually accurate in articulation and correct pronunciation _____

--Moderately accurate in articulation and correct pronunciation _____

--Sometimes inaccurate in articulation and/or pronunciation. He should seek to improve these skills as he continues in teaching _____

9. Is the person's grammatical usage acceptable?

--Habitually correct in grammatical usage at all times _____

--Generally acceptable in grammatical usage but not outstanding in this regard _____

--At times inaccurate in grammatical usage. He should give serious consideration toward improving himself in this regard _____

10. Can this person take constructive criticism gracefully and use it?

--Honestly seeks constructive criticism and is very efficient in using it _____

--Accepts constructive criticism and is usually able to use it _____

--Appears to be somewhat annoyed by criticism and indifferent to it _____

11. Does the person show sufficient patience and understanding with children?

--Consistently patient, sympathetic and understanding? _____

--Inclined to be patient, sympathetic and understanding, but doesn't quite know how in all situations _____

--Appears to be somewhat indifferent to some situations that usually arouse sympathy and require patience _____

12. Does this person show sensitivity to individual children?

--Consistently sensitive to the needs and interests of individual children _____

--Often sensitive to individuals, but may overlook some problems _____

--Usually not sensitive to the needs and interests of individuals. He should seek to increase his sensitivity and responsiveness _____

13. How do you regard this person's ability to maintain or establish harmonious relations among members of a school staff?

--He is outstanding in providing a positive influence toward harmonious staff relations _____

--In some ways he provides such an influence, but would not be among the most outstanding in this regard _____

--At times he appears to behave in ways that might cause him to become a negative influence in harmonious staff relations (To gossip, to promote personal interests with disregard for others, to be domineering, or be unethical) _____

14. What are your impressions of this person's initiative and resourcefulness?

--Exceptionally ingenious and skillful in meeting the demands of important situations _____

--Original to the point that he is usually able to cope with most situations wisely and adequately _____

--Although able to handle usual situations, he often finds difficulty in coping with the unusual; or, tends to be more than usually dependent on the opinions of others when unusual situations arise _____

15. How creative do you judge this person to be?

--Exceptionally creative; has many excellent ideas and is capable of selecting and putting into practice the most appropriate _____

--Reasonably creative; has good ideas and is capable of doing an acceptable job of selection and implementation _____

--Tends to stick with a few effective ideas--using them over and over again; or, very much dependent on other peoples' ideas _____

16. To what extent is this person responsible and dependable?

--Consistently follows through on everything he undertakes, knowing when he should get help and where to go to get it _____

--Usually follows most things through to completion but on occasion needs a reminder _____

--Tends not to finish things he starts, or tends to make more demands for help than is usually necessary _____

17. How interested is this person in professional matters?

--Constantly concerned with present knowledge and trends in the profession; seeks to discuss such matters fairly and analytically _____

--Familiar with and reasonably responsive to present knowledge and trends in the profession _____

--Inclined to treat current professional knowledge and trends lightly; or, tends to avoid discussions centering around professional matters _____

18. To what extent is the person able to maintain satisfactory social conditions in the classroom so as to provide for efficient learning?

--Provides direction appropriate to the pupils' levels of social development, never allowing pupils to get "out of control". He continually seeks to find ways to help his pupils to develop social maturity _____

--Understands current concepts with regard to maintaining adequate social conditions, but is not consistently skillful in implementing them _____

--Seems to deny faith in a constructive approach to developing social maturity in his pupils by frequently resorting to dictorial control despite the pupils' levels of development, or by allowing "freedom" beyond the pupils' abilities to use it wisely _____

19. To what extent is the teacher concerned with the physical conditions of the classroom such as temperature, light and seating?

--Keenly sensitive to the effects of the physical conditions of the room upon the child and makes the best possible adjustments _____

--Although occasionally forgetful, he is usually sensitive to the physical conditions of the classroom and takes steps to adjust them _____

--Only when extremes become evident, is he conscious of the physical conditions of the room and takes steps to adjust them _____

PART TWO

SPECIFIC BEHAVIORS PERFORMED BY CERTIFIED TEACHERS IN EARLY CHILDHOOD AND ELEMENTARY SCHOOLS

		Not applicable or no basis for judgment	Somewhat unskillful or inefficient in performing this behavior	Performs this behavior with acceptable skill and efficiency	Performs this behavior with a high measure of skill and efficiency
1.	Reads stories to pupils.				
2.	Tells stories to pupils.				
3.	Decides which pupils will work together in a reading group.				
4.	Selects appropriate content for pupils.				
5.	Assists pupils in selecting appropriate content.				
6.	Helps pupil learn proper use of tools and equipment.				
7.	Helps pupils use a teaching machine.				
8.	Helps pupils use programmed materials.				
9.	Supervises pupils while watching television or films.				
10.	Provides leadership in introducing or discussing a television program or film.				
11.	Helps a pupil with material or activities missed during absences.				
12.	Leads a group of children in singing.				
13.	Sings with a group of children.				
14.	Plays a musical instrument for children or in accompaniment to singing.				

		Not applicable or no basis for judgment	Somewhat unskillful or inefficient in performing this behavior	Performs this behavior with acceptable skill and efficiency	Performs this behavior with a high measure of skill and efficiency
15.	Works directly with pupils in teacher-introduced art project (bulletin boards, holiday decorations).				
16.	Provides appropriate materials and supplies for art projects.				
17.	Helps pupils get ready for an assembly program.				
18.	Helps children use crayons, scissors, paste, paint, etc.				
19.	Helps pupils understand teachers' directions.				
20.	Helps pupils understand school rules.				
21.	Helps pupils improve learning skills.				
22.	Helps pupils improve their manners and consideration of others.				
23.	Organizes recess and play time into directed games and activities.				
24.	Guides a group of children on a walk through the neighborhood.				
25.	Plans for field trips.				
26.	Talks with a pupil who is upset.				
27.	Helps pupils make smooth transitions from one activity to another.				
28.	Provides an opportunity for a pupil to show he can do something well.				

		Not applicable or no basis for judgment	Somewhat unskillful or inefficient in performing this behavior	Performs this behavior with acceptable skill and efficiency	Performs this behavior with a high measure of skill and efficiency
29.	Informs parents when a pupil has experienced success at school.				
30.	Assists pupils in cooperative play (sharing of materials, taking turns).				
31.	Helps a pupil look up information in a book.				
32.	Helps a pupil select a book in the library.				
33.	Helps a pupil use non-book library resources.				
34.	Assists pupils in feeding classroom pets.				
35.	Plays games with pupils (rhymes, guessing games, finger plays).				
36.	Directs a withdrawn pupil toward some available activity.				
37.	Assists pupils in settling auguments without fighting.				
38.	Listens to a pupil talk about himself (family experiences, neighborhood activities, etc.)				
39.	Begins conversations with children while they are playing.				
40.	Listens to a pupil tell a story.				
41.	Listens to a pupil read a story he has written.				
42.	Listens to a pupil read.				

		Not applicable or no basis for judgment	Somewhat unskillful or inefficient in performing this behavior	Performs this behavior with acceptable skill and efficiency	Performs this behavior with a high measure of skill and efficiency
43.	Asks appropriate questions about stories read by children.				
44.	Helps a pupil finish work or catch up when he is behind.				
45.	Acts out stories with pupils.				
46.	Adapts and modifies curriculum materials in accord with interest and mastery level of individual pupils.				
47.	Selects the most appropriate media, equipment, and supplies for use with pupils.				
48.	Plans new ideas and innovations.				
49.	Analyzes the behavior of a pupil to determine levels of mastery.				
50.	Analyzes the behavior of a pupil to determine interests, motivation, and attitudes.				
51.	Improves teaching techniques.				
52.	Participates in curriculum development activities with other staff.				
53.	Prepares daily activity plans.				
54.	Selects content, concepts, and processes appropriate to pupils level.				
55.	Decides when and how to use media and technology.				
56.	Visits other schools and classrooms to observe new practices and equipment.				

		Not applicable or no basis for judgment	Somewhat unskillful or inefficient in performing this behavior	Performs this behavior with acceptable skill and efficiency	Performs this behavior with a high measure of skill and efficiency
57.	Engages in continual professional development through reading, conferences, etc.				
58.	Conducts parent conferences.				
59.	Conducts parent group meetings.				
60.	Conducts home visits.				
61.	Consults with other teachers and specialists.				
62.	Explains school rules to pupils.				
63.	Directs pupils in cleaning up and putting away materials.				
64.	Checks daily on health of the pupils.				
65.	Administers first aid and files accident reports.				
66.	Operates media equipment.				
67.	Supervises pupils during lunchroom periods.				
68.	Supervises pupils during toilet and water fountain periods.				
69.	Supervises pupils during assemblies.				
70.	Supervises pupils during recess periods.				

		Not applicable or no basis for judgment	Somewhat unskillful or inefficient in performing this behavior	Performs this behavior with acceptable skill and efficiency	Performs this behavior with a high measure of skill and efficiency
71.	Supervises pupils on field trips.				
72.	Verifies attendance records.				
73.	Investigates unusual attendance problems.				
74.	Administers routine tests.				
75.	Directs the activities of aides and teaching assistants.				
76.	Prepares media, charts, etc.				
77.	Plans and prepares bulletin board displays.				
78.	Plans and prepares other classroom displays.				
79.	Files and catalogs materials.				
80.	Keeps records (attendance, health, etc)				
81.	Verifies inventories of supplies and materials.				
82.	Supervises the maintenance of pupil records and cummulative folder.				
83.	Completes school records, reports, and registers.				
84.	Arranges seating and other room furniture.				

PART THREE

SPECIFIC BEHAVIORS PERFORMED BY TEACHING ASSISTANTS IN EARLY CHILDHOOD AND ELEMENTARY SCHOOLS

		Not applicable or no basis for judgment	Somewhat unskillful or inefficient in performing this behavior	Performs this behavior with acceptable skill and efficiency	Performs this behavior with a high measure of skill and efficiency
1.	Reads and tells stories to pupils				
2.	Listens to pupils read or tell a story				
3.	Helps pupils learn proper use of tools and equipment				
4.	Helps pupil use a teaching machine				
5.	Helps pupil use programmed materials				
6.	Helps a pupil with subject matter missed during absences				
7.	Sings with pupils				
8.	Plays a musical instrument for the pupils				
9.	Works directly with pupils in a teacher-introduced project				
10.	Helps pupils prepare for a play or dramatic presentation				
11.	Helps pupils learn to use basic classroom materials (scissors, rulers)				
12.	Helps pupils improve subject skills				
13.	Helps pupils improve their social skills				
14.	Helps pupils improve their physical skills				

		Not applicable or no basis for judgment	Somewhat unskillful or inefficient in performing this behavior	Performs this behavior with acceptable skill and efficiency	Performs this behavior with a high measure of skill and efficiency
15.	Plays games with children in the classroom				
16.	Plays games with children on the playground				
17.	Helps pupils understand school policies and classroom rules				
18.	Assists a pupil in selection of interesting activity during free play				
19.	Helps pupils settle disputes and arguments				
20.	Listens to pupils' personal accounts of recent experiences				
21.	Asks questions during free play and informal situations				
22.	Conducts discussions during lunch or snack periods				
23.	Writes or types story dictated by pupil				
24.	Assists pupils in completing work on time				
25.	Acts out stories with pupils				
26.	Organizes recess periods into directed games and activities				
27.	Comforts an upset or ill child				
28.	Conducts brief walks and field trips for small groups near school				

		Not applicable or no basis for judgment	Somewhat unskilful or inefficient in performing this behavior	Performs this behavior with acceptable skill and efficiency	Performs this behavior with a high measure of skill and efficiency
29.	Assists pupils in the use of classroom reference materials and resources				
30.	Assists pupils in using library resources				
31.	Observes and records pupil behavior and classroom interaction				
32.	Interprets school rules and classroom policies to pupils				
33.	Supervises pupils while watching television or films				
34.	Operates media equipment				
35.	Assists pupils in settling disputes and arguments				
36.	Assists pupils with outer clothing				
37.	Administers first aid				

PART FOUR

SPECIFIC BEHAVIORS PERFORMED BY AIDES IN EARLY CHILDHOOD AND ELEMENTARY SCHOOLS

		Not applicable or no basis for judgment	Somewhat unskilful or inefficient in performing this behavior	Performs this behavior with acceptable skill and efficiency	Performs this behavior with a high measure of skill and efficiency
1.	Prepares media (transparencies, etc.) as instructed				
2.	Operates media equipment (projectors, etc.)				
3.	Schedules and prepares media equipment for operation				
4.	Types and duplicates instructional materials				
5.	Maintains records (health, attendance, etc.)				
6.	Collects money and keeps records of classroom finances				
7.	Scores objective examinations				
8.	Assists children with coats, boots, and outer clothing				
9.	Supervises bus boarding and leaving				
10.	Assists in playground supervision				
11.	Takes classroom inventory and maintains records				
12.	Orders additional materials and supplies				
13.	Distributes materials to children				
14.	Decorates classroom as instructed				

		Not applicable or no basis for judgment	Somewhat unskillful or inefficient in performing this behavior	Performs this behavior with acceptable skill and efficiency	Performs this behavior with a high measure of skill and efficiency
15.	Rearranges classroom materials after use				
16.	Maintains classroom physical environment (heat, lights, etc.)				
17.	Supervises lunchroom periods				
18.	Supervises toilet and water fountain periods				
19.	Copies assignment and seat work on chalkboard				
20.	Assists in supervision on field trips				
21.	Files instructional materials, pictures, etc.				
22.	Administers first aid				
23.	Makes arrangements (transportation, etc.) for field trips				
24.	Distributes routine notices and announcements				
25.	Borrows and/or returns materials				
26.	Records the behavior of children with checklists or other instruments				
27.	Locates reference materials for teacher				
28.	Assists in supervision during fire drills				

		Not applicable or no basis for judgment	Somewhat unskillful or inefficient in performing this behavior	Performs acceptable skill with adequate efficiency	Performs this behavior with a high degree of skill and efficiency	Performs this behavior with a high measure of skill and efficiency
29.	Repairs torn or damaged books and other instructional materials					
30.	Types stories dictated by children					
31.	Borrows and displays library books in the classroom					